his pupils are now cab-drivers, while others are high in the councils of the British Empire. Professor Perry has lectured to thousands of fashionably-dressed men and women and he has lectured to thousands of workingmen. He has spoke at vigorously contested elections. He has lived and worked with artisans as one of them and also with leisured scientific people as one of them. He has published a large number of text books and scientific monographs.

What is known as the "Perry movement in educational methods originated with a paper on the teaching of mathematics read by Professor Perry at the Glasgow meeting of the British Association in 1901. In that paper Professor Perry maintained that usefulness should be the criterion for determining what subjects should be taught to children and in what way they should be taught. He believed that boys might not only become skilful in the use of logarithms, algebraic formulae, square paper, calculus, etc., but that they might be so taught as to learn to use those things with pleasure. Professor Perry also asserted that men who taught orthodox mathematics were not only destroying what power to think existed, but were also producing a dislike and hatred for all kinds of computations, and, therefore, for all scientific studies of nature. As the basis of his belief that instruction in elementary mathematics should be more practical, Professor Perry stated that, "In the whole history of the world there was never a race with less liking for abstract reasoning than the Anglo-Saxon. Every other race has perfected abstract schemes of government. Here common sense and compromise are believed in; logical deductions from philosophical principles are looked upon with suspicion, not only by legislators, but by all our most learned professional men."

Professor Perry lays emphasis upon the following propositions: (1) Experimental methods in mensuration and geometry ought to precede demonstrative geometry, although even in the earliest stages some demonstrative reasoning may be introduced. (2) The experimental methods adopted may be left largely to the teacher. (3) Decimals ought to be used in arithmetic from the beginning. (4) The numerical solution of complex mathematical expressions may be taken up almost as a part of arithmetic, or the beginning of algebra, as it is more useful in familiarizing pupils with the meaning of mathematical symbols. (5) Logarithms should immediately follow the theory of exponents. (6) The study of the calculus may precede advanced algebra, advanced trigonometry, or analytical geometry, and may be illustrated by any quantitative study in which the pupil may be engaged. The reforms proposed by Professor Perry were widely discussed and were in general favorably received. It was not to be expected, however, that the traditional teaching of Euclid in Great Britain would undergo any immediate or radical change. In the United States Professor Perry's views have found general acceptance and have been carried more or less completely into effect. But even in the States the "Perry movement" has been subjected to much criticism. Professor George Bruce Halsted, of the Colorado State Normal School, a prominent mathematician, holds strongly, for instance, to the view that mathematics should be taught from the outset as a formal training in rigorous thinking.

Since 1904 Professor Perry has been general treasurer of the British Association. In this capacity he has had much to do with administration, policy and the grants for research work. His scientific zeal is infectious. He is a tower of strength in the great parliament of science, in sectional debates as well as in the deliberations of the executive council.

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